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FAIRFIELD, AMBLESIDE.

LIST OF NECESSARIES.

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Do not bring much luggage.

The following list should be carefully followed :

One long *coat*.

Two dark blue serge gymnasium *tunics* with (not more than six) white or coloured tops for every-day.

Two pairs of dark *knickers* with three washing linings.

A woollen *jersey* to wear over tunic if necessary.

One useful *frock* for evening.

One Sunday *frock*, or, coat, skirt and blouse.

One party *frock* (not necessary).

One dozen good-sized *handkerchiefs*.

Three *nightdresses*.

Four pairs of *stockings*.

Two pairs of woollen *combinations* for winter.

Two pairs of thinner *combinations* (or vests) for summer.

A *mackintosh* and *waterproof hat*.

An *umbrella*.

One *travelling rug*.

One pair of warm *gloves*, one pair of Sunday *gloves*.

One long-sleeved *overall*.

Two pairs of strong *boots* or shoes.

Two pairs of *slippers*.

One pair of old *boots* for hockey.

One pair of *dancing sandals*.

One pair of Plimsoll shoes.

One pair of *goloshes*.

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One *hat* (Sunday), one (every-day).

Two *linen bags*.

Two *brushes*, two *combs*, two *bags*.

Two *bath towels*.

Three *face towels*.

Two *table napkins* and *ring*.

One *hockey stick*.

One *pencil box*.

Do not bring more than the above list; no "jewellery," except a brooch, and as few small items as possible.

Take train to Windermere, L. & N.W.R., coach to Ambleside.

Date of arrival

Miss.....

will write and ask you to meet her.

Fees are payable in advance and should be made out to the "Secretary," and sent to the House Mistress before the day of arrival, with a note saying the pupil has not been exposed to any infectious disease for the previous four weeks. An additional cheque for small expenses (laundry, etc.) — say £2 — should be made out to the "House Mistress."

Arrive before 7 p.m., if possible.

Send p.c. with time of arrival.

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C

THE HOUSE OF EDUCATION.

LIST OF NECESSARIES.

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Do not bring much luggage.

The following list should be carefully followed :

Three *dresses* (or skirts and blouses) — for best, evening, and class-room wear are enough. One should be a neat serge or tweed for general wear.

A short (tweed) *walking skirt* for climbing and hockey.

Two pairs of woollen *combinations* for winter wear.

Two pairs of thinner *combinations* for summer.

Woollen *nightdresses* for winter, or sleeping vests.

A long-sleeved overall *pinafore*.

A good *rain coat*.

An *umbrella*.

One pair of substantial *boots*, one pair of good *walking shoes* ;
one pair of *gaiters* ; one pair of *goloshes*.

One pair of neat *house shoes* ; one pair of *dancing sandals*.

Table napkins and *towels*.

A dark blue serge *Gymnasium costume* and black *Plimsoll shoes* ; a "rational corset" or a strong *petticoat bodice* without bones to take the place of corsets for the *gymnasim*.

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Any *Music* you are practising.

Books according to the list overleaf, and a small atlas.

A pair of *compasses*, a *protractor*, and two *set-squares*.

(A *stylographic* or *fountain pen* is useful.)

A *hockey stick*.

Bicycles must not be brought.

Any *paints* and *brushes* that you have.

Take train to Windermere, L. & N.W.R., coach to Ambleside.

Date of arrival

Miss.....

will write and ask you to meet her.

Fees are payable in advance, so it is advisable that each Student should bring them with her. A note must also be brought saying that she has not been exposed to any infectious disease for the previous four weeks

Arrive before 7 p.m., if possible.

Send p.c. with time of arrival.

P.T.O.

Books.

1. *La Deuxième Année de Grammaire*, Larive et Fleury
(Hachette, 2/6).
2. *A Public School German Primer*, by O. Siepmann
(Macmillan, 4/-).
3. *An Italian Conversation Grammar*, by Perini (Sampson
Low, 5/-).
4. *Le Mie Prigione* (Hachette, 2/9).
5. *Limen* (Murray, 3/-).
6. Allen's *Latin Grammar* (Clarendon Press, 3/-).
7. Pendlebury's *New School Arithmetic, Parts I. & II.*
(Bell, 5/-).
8. *A School Geometry*, by Hall & Stephens, Parts I.-IV.
(Macmillan, 5/-).
9. *A School Algebra*, by H. S. Hall, Parts I. and II.
(Macmillan, 4/-).
10. Oliver's *Botany* (Blackie, 2/-).
11. *A Short History of the English People*, by J. R. Green
(Vols. I. and II., Dent, 2/- each).
12. Morris' *English Grammar* (Macmillan, 1/3).

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N.B.— All books may be obtained at the P.N.E.U.
Office (26. Victoria Street, London, S.W. 1).

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SUGGESTIONS FOR THE WORKING OF THE PARENTS' UNION SCHOOL.

We have received some important *suggestions* and interesting question about the *Parents' Union School* which may be best dealt with in a general statement. The immediate object of the School is to bring good and up-to-date teaching to families whose children are taught at home. Many families, in Great Britain, in the Dominions and on the Continent, have availed themselves of the School, and most of these show very kind appreciation of our methods and their results. The percentage of idle families where the work of the School is not done thoroughly and systematically becomes smaller year by year, and nothing could be more encouraging than the difference between the sort of papers sent in, say, twenty years ago and those sent in to-day. We think we have introduced systematic and thorough work into many home school-rooms, and the boys and girls taught in this School commonly do exceptionally well if they go to other schools. The lower forms of the *Parents' Union School* offer a preparation and not a substitute for the preparatory boys' school, but girls may remain with advantage in the P.U.S. until they are seventeen or eighteen. The P.U.S. methods and curriculum answer fully as well in the large classes of a School as with the few pupils of the Home School-room, and parents have a wide field to choose from in the large number of excellent schools in which this work is carried on. Pupils of seventeen who have kept up to the P.U.S. standard in, say, Latin and Mathematics, should require no more than a couple of terms of special work to qualify them for, e.g., the London Matriculation Examination. The object of this organization is not merely to raise the standard of work in the schoolroom. Our chief wish is that the pupils should find knowledge delightful in itself and for its own sake, without thought of marks, places, prizes or other rewards; and that they should develop an intelligent curiosity about the past and present. Children respond and take to their lessons with keen pleasure if they have even tolerably good teaching; and the want of marks, companionship, or other stimulus is not felt in those home schoolrooms where the interest of knowledge is allowed free play.

Certain means are adopted to secure this delight in knowledge:

(a) For every term there is a *fresh programme*, up-to-date as regards matters of public interest and the books set. This does not mean that the books are renewed each term; most of them last three years.

(b) The children use a *little library* of lesson-books of literary value and lasting interest, and we are constantly receiving letters which say how they delight in these. It is a large part of education to handle good books, and we are sorry when we hear of parents wishing to dispose of books used in such and such a form; those set in the School are usually of a sort to be possessions for a lifetime. We congratulate ourselves on the sympathetic and generous attitude taken up by parents in this matter of books. Very few grudge the expense, and we believe that most parents of children in the *Parents' Union School* feel that it would be better to do without many things than without the best books, various books, and fresh books for the children's studies. As a matter of fact, the difference

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between educated and uneducated people is that the former know and love books; the latter may have passed examinations.

(c) We feel it desirable to obviate *examination marks* altogether; but it is necessary that parents should have some means of judging whether their children are or are not making satisfactory progress, and this information is best given by means of marks which represent, not a numerical value but a remark, such as 'good,' 'fair,' 'excellent,' etc. But in order that there may be no undue pressure on the part of teachers, no eagerness on the part of the scholar to obtain marks to the neglect of interest in knowledge, the maximum marks are given, not for the best papers, but for papers showing quite satisfactory progress for the age and class of the pupil. We find that boys, and girls too, take up the notion of working for places and marks all too readily, and we beg that knowledge for its own sake may have a chance in the *Parents' Union School*.

(d) One more point comes before us from time to time. Sometimes people expect their children to *begin at the beginning* of the various books used in their respective forms. Now the *Parents' Union School* is like all other schools in this, that it is impossible for new children when they join a form to begin at the beginning of every subject taught in that form; nor does it really matter. A historical or scientific subject has only a nominal beginning; the important thing is that children should grip where they alight, should take hold of the subject with keen interest, and then in time they will feel their own way backwards and forwards. This is not true of all subjects—Geometry, English Grammar, Latin Grammar, and Arithmetic, for example—and in these there is usually work in a lower form on the programmes. Where this does not meet the case, parents or teachers are at liberty to set their own questions in the examination on any subject in which there is this difficulty, and to give their own marks, which are counted in the general total. By this means and by the overlapping of work in the transition from form to form, practical difficulties seem to be avoided; and, for a unique organization, the School works with great ease, thanks to the intelligent co-operation of parents and teachers. It is essential to the success of the method that children should take the terminal examinations *on the set work*.

The Classification of the Pupils is another matter that has been brought forward. In a home schoolroom this is a little difficult, as one governess cannot work an unlimited number of forms. Supposing that children in Forms I., II. and III., are in the schoolroom, the governess will probably take II. and III. together for elementary science or nature knowledge, and for historical subjects. For arithmetic, reading, etc., the classes must work separately. Again, if a governess has Forms III., IV. and V. in her schoolroom, it will not be easy to work them together, but the habit of independent study is very desirable, the teacher giving direction, stimulus, examination of work, and working with one form while the other is studying. This difficulty is not felt in schools as the classification of the P.U.S. appears to correspond with that which generally obtains.

It is desirable for girls of eighteen who have been brought up in the *Parents' Union School* is to enter the *House of Education* for two years, if they propose to take up teaching as a profession. These are practically assured of an unusually happy and prosperous career; while students who enter, on the understanding that they are not going to do paid work, are fitted for any home guardianship of children to which they may be called, and find the training a good preparation for social service of various kinds, especially in connection with children.

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N.B.—Members are asked to keep this carefully and to read it before each examination.

Parents' Union School.

HOUSE OF EDUCATION, AMBLESIDE.

RULES AND EXAMINATION REGULATIONS.

DURATION.

1. Examination to occupy a full school week. Each subject to be examined upon in its own time and the examination on each subject to last the time allowed for it in the Time-Table. If the allotted time is not required for any subject the margin may be given to some other subject which requires a longer time. Examination to begin on a Monday. Work that cannot be got into the allotted time may be left, but all the time on the Time-Table may be used. Schools and Classes (*only*) in which there are children who cannot write their own work may take longer time for the examination if necessary.

ORAL EXAMINATION.

2. Recitations and songs to be heard by the Father (or, in schools, by the Principal), when convenient, he giving a mark for each piece.
3. When selections have to be made, as "Describe four" (out of twenty), "Narrate three" (out of twelve), the Father, or Principal, to select.

PARENTS' REPORT. (*This report is optional in the case of Schools.*)

- *4. A Report is sent to be filled up by the Parents on all those subjects in which they examine or inspect the work of the term. Names *in full*, ages, and forms to appear on the Parents' Report, and the Report to be fastened first on one set of the Examination Papers: one Parents' Report for each family, but, in a private class, one for each family belonging to the School.
- *5. The Parents' Report on the Christmas and Easter Examinations will be returned with the Examiner's Report after the necessary entries have been made in the School Ledger.

METHODS OF MARKING.

- *6. To arrive at the maximum of 100, it is well to fix on a given highest mark, say 5 or 10, or 50 for each Exercise-book, Song, Recitation, &c. Suppose *each* Song, for example, gain this highest mark, or nearly gain it, the maximum of 100 may be entered in the Report.

*7. Scale of marks to be followed in all subjects :

Highest Marks, in each subject,	100.
Fairly Good Marks	75.
Fair Average Marks	65.
Below the Average	50 and under.

*8. For Nature Note-Books, &c., the marks should show whether work is incomplete, and not neat, or is good and well arranged. These marks should appear under the heading of Natural History. Similar marks to be given for Needlework and other Handiworks. Needlework to be reported on by the Mother; other subjects to be reported on by the Father or outside Friend. The maximum of 100 signifies that work is thoroughly well done.

*9. The Copy-books, Drawings, &c., of the term to be inspected by the Father, who will give marks for each Writing-book according as it is neat, clear, and well written, and for each Drawing-book, or single Drawing, according to the correctness and spirit of the work.

QUESTIONS OTHER THAN THOSE SET.

10. The Examiners of the P.U. School examine upon the set questions *only*. In the event of other questions being substituted (*for whatever reasons*) for those in the Examination Papers, the answers must not be sent up, but must be examined by the Parents or teachers, who will enter the proper mark for the subject in one of the blank spaces left in the Parents' Report.

WRITTEN EXAMINATION.

11. In Form I.B, Mother or Teacher to write down the Narrations, &c., in the child's words: Form I.A to write (first year) one answer, (second year) two or three answers: Form II.B to write two or more answers in each subject; in Forms II.A (according to age), III., IV., V., VI., the pupils to write all their work in ink.

Schools: In Schools where the Forms are large, perhaps the elder scholars might help with the writing of the younger children's work. Also —

(1) The examination papers of *one pupil in each of the Forms* working in the School must be sent up. No more than one set of papers may be sent up from any one Form. The examination for children who cannot write their own answers may be oral except for the test papers required.

(2) Schools which work the six Forms (1-6) send up six sets of answers; four Forms (*e.g.*, Elementary Schools) send up four sets; two Forms (*e.g.*, Preparatory Schools for children under twelve) two sets; one Form (*e.g.*, Infant Schools) one set. Forms I. and II. are divided each into two sections, and they must send up sets of answers in turns, one at Christmas and one at Easter. One *oral* examination is sufficient (*in schools*) for IB, and no papers should be sent up but a report from the teacher. There will still be two divisions in Forms I., IA., and Upper IA., which should send up papers in turns.

(3) The number of pupils taking the examination in each Form should be stated on the form for signature.

(4) The work of a different scholar should, as far as possible, be sent each term.

(5) The answers to the examination papers must be sent up to Ambleside (addressed to *The Secretary, House of Education*, and marked on the wrapper "SCHOOL. FORMS . . ." (*e.g.*, IA., IIB., III., IV., V., VI.).

12. Answers to be written on Cambridge paper (which may be obtained at the P.N.E.U. Office), and on one side of the paper only, and *all the sheets written by one scholar to be fastened together*. Drawing paper is, usually, to be cut to size. Each question to be written above each answer. The questions may be dictated or written on the blackboard and copied. There is to be no speaking whilst this is being done.

13. A separate sheet of paper to be fastened in front of each pupil's set of answers, bearing full name, age, class, number of Examination, and a numbered list of *Subjects sent in* for Examination. *The list must follow the order in the Examination Papers and the papers must be arranged in the same order* (the sheets dealing with any one subject following each other), and *firmly* fastened together. In the case of a school, the name of the school must be given.

14. The form enclosed for signature, to be attached to one set of papers. The papers of different pupils must not be fastened together.

15. Papers sent in not bearing the *Member's* name and address will not be examined, as this is the only means of identifying pupils on the Register.

GENERAL OBSERVATIONS.

16. Their examinations should afford moral training to the pupils, and should be conducted with absolute probity. Worry and excitement should be discouraged. Order, quietness and cheerfulness should be maintained.

17. The questions *must not* be read beforehand to the pupils.

18. No lessons or other information bearing on the studies must be given to the children after the Examination Papers have been received, and no school-book must be opened except as required in *Languages*.

MEMBERS IN THE DOMINIONS AND THOSE LIVING ABROAD.

19. Members in the Dominions and those living abroad (excepting in Europe) work a term behind so that books may be duly ordered from England.

20. *Examination Papers* for the Dominions, etc., are posted, with the Programmes, in a sealed envelope to be kept till the examination day. Papers for examination *must* reach Ambleside either in December or January, April or May. Those received later will be held over.

SCHOOLS OR CLASSES ONLY.

21. A School, or Class (of at least ten children), which takes three-fourths or more of the subjects set in the Programmes of not less than *four* Forms, and sends in the required number of test papers (one only from each Form examined), may be described as a "P.N.E.U. School" or "Class."

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22. A School (for children under 12) in which only the work of Forms I. and II. is taken may be described as a "P.N.E.U. School (Primary)," or a "P.N.E.U. Class (Primary)."
 23. House of Education Students may notify the fact thus:
"P.N.E.U. School. Principal: Miss.....
(House of Education, Ambleside)."
 24. There is no training in "Ambleside" methods except that given at the House of Education. A student is not qualified to pass on her training to a sister or friend, or assistant. The training is too strenuous to be accomplished otherwise than by two years' work at the college.

DATE OF EXAMINATIONS.

So much confusion has arisen from the effort to adjust the Examination to the varying date of Easter, that the following plan has been adopted:—

Easter Examinations are sent out on the Saturday which falls a fortnight before Good Friday, unless when Easter falls exceptionally early.

Summer Examinations are sent out on the second Saturday in July.

Christmas Examinations are sent out on the Saturday which falls a fortnight before Christmas.

The exact date is always announced in the *Parents' Review* under *Our Work*.

At least ten weeks' work should have been done on the programmes before the Examination.

Any communication from friends *re* the answers invalidates a pupil's work.

***Summer Examination.**—Parents examine all the work, written and otherwise, and send in their reports only. No work is to be sent up. This examination is optional. Summer Reports (*only*) to be posted to THE SECRETARY, THE HOUSE OF EDUCATION, AMBLESIDE, either before July 30th or after September 15th.

The Examination Papers at Christmas and Easter (*only*) marked on the cover *Examination 92*, for example. Forms (*e.g.*, I.A, II.B, III.), to be posted on a Saturday to THE SECRETARY, THE HOUSE OF EDUCATION, AMBLESIDE.

N.B. (a)—The papers will not be returned unless sufficiently strong, large, stamped and addressed envelope be sent with the Examination Papers. No letters or cheques may be sent in the package.

N.B. (b)—The examination of the papers, signing, and entry of reports, etc., take about seven weeks.

Regulations marked with an asterisk (*) concern families only.

H

RULES.

1. The time-tables are to be hung up in the school-room.
2. The children are to take it in turns to be school-room monitor for the week.
3. The monitor is to go in 5 minutes before the rest, and place all in readiness.
4. Change of lessons is to be instantaneous (marked by whistle or light touch on spring bell).
5. The monitor is to have 5 minutes at the end of morning school to put all away.
6. The school-room is to be kept neat.
7. Bad postures are to be corrected.
8. Excuses are not to be allowed.
9. Careless work is not to be allowed.

Log-Book.

Keep a log.

Enter any deviation from the time-table.

Enter, day by day, each child's *successful* work, thus:

Wed., Dec. 3rd.									
Geog.	...	L.	...	M.	...	C.			
Scrip.	...	—	...	M.	...	—			
Arith.	...	L.4	...	—	...	C.2			etc.

The log should be dated, and subjects entered in advance. The child's initials, only, to be added after each lesson. L.M.C. means that Lucy, Mary, Charles have done good work. L.4 that Lucy has done four sums, C.2 that Charles has done two.

An exercise book with about 100 pp. would do for the term.

Successful Work. Copy-books.—The letter of the day (Bridges). perfect; the rest, neat and careful: no blots, smudges, or mistakes.

Arithmetic.—Number of right sums (first time) after the pupil's initial.

Dictation.—Well-written, neat, and with not more than two errors.

Scrip., Hist., Nat. Hist., etc.—Child able to tell the tale or incident in a few words, putting things in right order, and leaving out nothing. Older pupils—Good written report.

French, Latin, German, Recitation, etc.—Perfect repetition of the lesson; and so with other subjects.

The log-book should not be used as a spur; it is simply a record.

Any loss of time in beginning or ending a lesson must be entered.

'M' after a child's initial, shows that Monitor's duties are well done for the day.

The Mother's *report* on the log-book, showing whether each child is working well, is entered on the Parents' Report at the end of the term.

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Elementary Schools.

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SUGGESTIONS

FOR THE WORKING OF

The Parents' Union School.

The object of the Parents' Union School is to secure that the scholars should find knowledge delightful in itself and for its own sake; that they should develop an intelligent curiosity about whatever is on the earth or in the heavens, about the past and the present. The children respond and take to their lessons with keen pleasure if they have even tolerably good teaching; and the want of any outside stimulus, such as inspiring oral lessons, marks and places, etc., is not felt in those schoolrooms where the interest of knowledge is allowed free play.

Certain means are adopted to secure this delight in knowledge:

(a) For every term there is a *fresh programme*, up-to-date as regards matters of public interest and the books set. This does not mean that the books are renewed each term; most of them take three years to read, so that teachers can easily estimate the work for one year or two from the current term's programme by adding on about the same number of pages for each succeeding term. The books used for *Recitations* and *Reading*, including Plutarch's *Lives*, and the *Pictures* change each term, but are replaced by others of about the same size and price, so that the cost can easily be estimated. Single copies for a class are priced in red on the right side; books for the scholars on the left. Four copies of ten different books instead of forty copies of one may be used in a class.

The cost of Books is sometimes regarded as a lion in the way, but the use of good books commonly leads to the due care of such books, and those used in the P.U.S. last for many years: therefore, the cost of books is an outlay *in advance* for, say, three years; at the end of that time, it will generally be found that the cost of the books for those three years falls within the usual average for the school.

No other expense attends the introduction of this work into elementary schools.

(b) The children use a *little library* of lesson-books of literary value and lasting interest, and we are constantly receiving letters which say how they delight in these. It is a large part of education to handle good books, and those set in the School are usually of a sort to be possessions for a lifetime. We believe that most teachers using this method feel that it would be better to do without many things rather than without the best books, various books, and fresh books for the children's studies. As a matter of fact, the difference between educated and uneducated people is that the former know and love books; the latter may have passed examinations.

Sometimes teachers expect their scholars to *begin at the beginning* of the various books used in their respective forms. Now the *Parents' Union School* is like all other schools in this, that it is impossible for children when they join a form to begin at the beginning of every subject taught in that form; nor does it really matter; in practice, in every school, children promoted or newly admitted to a class do not "begin at the beginning," but go on with the class. The important thing is that they should grip where they alight, should take hold of the subject with keen interest, and then in time they will feel their own way backwards and forwards. Also it is *essential* to the success of the method that children should take the terminal examinations *on the set work*. No preparation whatever is allowable for these, which answer the same purpose for a term's work as narration does for an individual lesson, that is, they serve not merely as tests of knowledge but as helping to form permanent records in a child's mind of what he has learned. By the overlapping of work in the transition from form to form, practical difficulties seem to be avoided; and, for a unique organization, the School works with great ease, thanks to the intelligent co-operation of teachers.

The *Classification of the Pupils* is another matter for consideration. The *Parents' Union School* issues a *common curriculum* for all classes of schools, Elementary and Secondary, Public and Private, as well as for children in Home Schoolrooms.

The seven standards of Elementary Schools may be easily brought into line with the first four Forms (six divisions) of the *P.U.S.* Forms VI. and V., for which a large number of books is necessary, would not often be attempted in these schools.

The following adaptation is suggested:—

Standard I.	=	Form I. B.
" II.	=	" I. A.
" III.	=	" II. B.
" IV.	=	" II. A.
Standards V. & VI.	=	" III.
or, " VI. & VII.	=	" IV.

But this is a matter for teachers to decide.

The length of time in each Form rests with the teachers. More of the Programme might be taken by Standard VII. and more independent study required, and less by VI., to mark a difference. This applies to Standards III. and IV., if they, and not the higher standards, are grouped. The *whole* of these programmes is worked in *Home* schoolrooms in the hours of morning school, with a half-hour interval for play and exercise. Half-an-hour a week on each of the special books (excepting those set for *Reading*) is generally sufficient, thus leaving a wide margin for other necessary work. It is desirable, if possible, that children should buy their own copies of *Rob Roy*, for example, or *Coriolanus*, Cowper's poems, etc.—whatever may be set for *reading* and *recitations*—so that they may read at home as well as at school.

As there is *no* Home Work in the *P.U.S.*, children would no doubt have leisure to read some part of their volume of Scott or other story book at home (to their parents?). Also, they should be enabled to read occasionally books of fun and adventure not set in their school work, in which the literature is meant to illustrate the historical period studied. Local authorities will no doubt usually provide the books. Such authors as Kipling, Ballantyne, Marryat, Stevenson, Kingsley, Fennimore Cooper, Bret Harte, "Lewis Carroll," Miss Yonge, "Tom Hughes," Sarah Tytler, Strang, Miss Alcott, Jules Verne, will afford stories of thrilling interest—which the teacher should perhaps be able to recommend.

It is allowable for schools which take up *P.U.S.* work to go on with their present syllabus for all those subjects for which books are not priced (*in red*) in the margins of the programmes, such as scripture, arithmetic, handicrafts. But teachers may well find it advantageous to follow the programmes in these subjects also, and it is exceedingly desirable that they should do so in Scripture. It is important that religious teaching should not be too hortatory, as children *must not be bored* in learning the subject which is of most moment to us all; for this reason the continual progress

required by the P.U.S. together with the children's own work of narration are strongly recommended. "The Bible is the most interesting book I know," was the remark of a little girl who had read a good deal.

Teachers sometimes suppose that it is advisable to begin with the lower standards, and to take the more advanced work as the children in these rise in the school; that is not the case; the children in the higher standards begin the P.U.S. work, in the form proper for their age, quite as readily as those in the lower; no preparation is necessary; and if teachers are convinced that the P.U.S. should be of lasting benefit to their pupils, they will not allow whole classes to pass out of their schools without this advantage.

Children of Five.—Much narration should not be required of children between five and six. In other respects they might do a good deal of the work in Form I. B, substituting Yorke Powell's *Old Stories from British History* (Longmans, 1/-) for *Our Island Story*; they should work generally on the lines suggested in *Home Education*, Parts II. III. V. and VI. Young children should have as much out-of-door life as possible, and *Home Education* affords hints as to the work to be done out-of-doors, first Geography lessons, for example, Nature Study, Descriptions of Things Seen, Distance, Direction, Measurement, etc. Games and occupations, such as making large models in clay, raffia work, paper cutting, etc., are very important at this stage.

Infants under Five should be out-of-doors in all possible weather, in park, field or playground. They should have a moveable time-table; should count pebbles, watch sparrows, slugs, cows. Should tell all they see. Bible talks, pictures, phonetic reading, first ideas of number, etc., may be in-door work. They should have many *Rondes*, as, "There came three dukes a-riding," "Here we come gathering nuts in May" (old games for choice, not Kinder Garten songs and games); in fact all dancing plays; they should make mud pies, play in sand heaps. Much activity, always for short periods, should be the rule, together with frequent rests, during which they should see pictures and hear tales, such as Jack and the Bean-stalk, Cinderella, and the like (see *Home Education* for details of Infant Education). Children under six should have no examinations.

The "Code," Chapter 1, Article 1, affords admirable suggestions.

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Time Table.

PARENTS' UNION SCHOOL.

Form I. (A & B). K₂

	M.	T.	W.	Th.	F.	S.
9-0—9-20	Old Testament	New Testament	History	Old Testament	New Testament	Week's Work
9-20—9-40	Geography	Natural History	Reading	Reading	Reading	A History B Reading
9-40—9-50	Repetition Bible	Repetition Poem	Repetition Bible	Number	Repetition Hymn	Writing
9-50—10-0	French	Writing	French	French	Picture Study	French
10-0—10-20	Number	Handicrafts	Number	Handicrafts	Number	Handicrafts
10-20—10-35	Drill	Sol-fa	Drill	French Song	Drill	Sol-fa
10-35—10-50	Dancing or Play	Play or Drill	Dancing or Play	Play or Drill	Dancing or Play	Play or Drill
10-50—11-10	Tales	Number	Geography	Tales	Natural History	Number
11-10—11-20	Writing	Drawing	Handicrafts	Brush-Drawing	Handicrafts	Brush-Drawing
11-20—11-30	Reading	Reading	Writing	Writing	Writing	Reading